Our World

# My local world

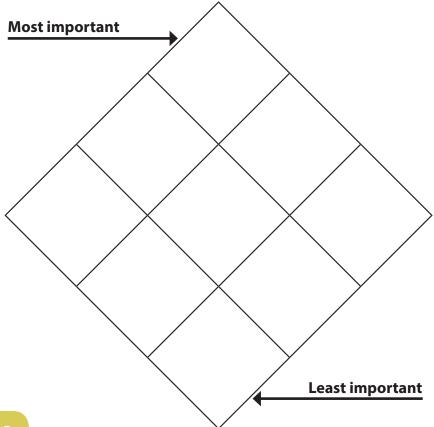| Background | These activities aim to develop learners' geographical knowledge and understanding by providing opportunities to study and explore their local area. |
|---|---|
| Aim | To develop learners' geographical knowledge and understanding of their local area through geographical enquiry. |
| Content | 5 activities |
| Timing | 1 term |
| Target age | Years 3 and 4 |
| LNF links | listed against the specific activities using the coded framework skills pathways. |

## Further activity

# What should we include in our useful guide and why?

- Look at photographs of different places and features in your local area.
- Which photographs would you choose to include and why?
- Use the template to help you.

**Most important** →

← **Least important**

## Challenge

Compare how photographs create a positive or a negative view of an area. Consider photographs to suit the needs of the pupils and their family.

## Notes for Teachers

Literacy Skill Pathways – OS1 = Oracy – Speaking: Express Opinions; OS2 = Oracy – Speaking: Explain and present; OL3 = Oracy – Listening: Understand and respond; WL2 = Writing Accurately: Use of vocabulary.

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## Further activity

# My 'Local World' is special because…

Lets create a useful guide for your 'Local World'. Why do you think your 'Local World' is special?

*Use the following template to help you plan your guide:*

Are there any historical buildings in my 'Local World'? If so, where?

Are there any interesting buildings/landmarks in my 'Local World'? If so, where?

**Why is my 'Local World' special?**

Where is my favourite place in my 'Local World'? Why?

Why do people visit my 'Local World'?

Thinking time over! Time to research these places and create a guide!
You may use the app 'Book Creator' to create your guide.

**Success Criteria: Writing a formal guide**

| | |
|---|---|
| I can write a formal guide. | |
| My guide is divided into clearly subtitled sections. | |
| I have used titles and sub-headings to attract the reader. | |
| I used illustrations to support the information. | |
| Key information is easily indentified through the use of colour, shading, boxes, bold and italic, different sections. | |
| I used standard English which is exact and clear. | |
| My vocabulary includes formal phrases and technical words. | |

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